



2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**
 Program Authority **P.L. 114-95, ESSA, Title II, Part A**

Pre-award costs are permitted.
 Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

- The following four attachments, listed in the program guidelines:
- 1. IHE/EPP scope and sequence
 - 2. IHE/EPP instructional coaching protocols
 - 3. IHE/EPP course syllabus
 - 4. IHE/EPP evaluation process and metrics

Applicant Information

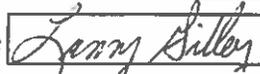
Name **Wichita Falls ISD** CDN or Vendor ID **243905** ESC # **09** Campus # [REDACTED] DUNS # **094263704**
 Address **1104 Broad St.** City **Wichita Falls** ZIP **76307** Phone **(940)235-1024**
 Primary Contact **Alefia Paris-Toulon** Email **aparis-toulon@wfsd.net**
 Secondary Contact **Shonna Norton** Email **snorton@wfsd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Alefia Paris-Toulon** Signature  Date **3/9/18**

Grant Writer Name **Lanny Gilley** Signature  Date **3-9-18**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-105-036

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Provide established, research-based training from an established, reputable IHE and increase District's principals' pool with 10 qualified, certified personnel.	Work in collaboration with the IHE to discuss, design, and initiate a combined program that serves the District's need to hire energetic, responsible, and caring principal candidates by establishing a pathway using the needs of the District with the outstanding Principal Preparation program provided by the local IHE.
Have 10 Principal Preparation program participants, knowledgeable of current research-based practices, ready to step into openings left by yearly turnover.	Having 10 potential certified Principal Preparation applicants by 2019, who complete the program gives the District the opportunity to select the best qualified diverse principals or assistant principals to work with students, parents, teachers, and other personnel.
Have 10 participants learn and train with IHE professors, be mentored by familiar mentors and be evaluated by qualified personnel.	The 10 selected participants for the program acquire a distinct advantage over others. They will have the support this program offers in preparing for principal certification, as well as the clinical and mentoring component critical in principal training, yet, not often adequately addressed in other preparatory programs.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Wichita Falls ISD is proactive in an effort to find potential principals by offering district personnel an opportunity to apply to be involved in a leadership cohort where a retired District principal and Director schedules monthly meetings to discuss principles of effective leadership practices. Those involved in the leadership cohort learn research-based strategies to lead groups. Some of the current principals were once members of the leadership cohort. Not all members of the cohort plan to become principals but do want to learn to be effective leaders on campuses. Since the numerous members of each cohort seek a principals' positions, the District reviews cohort performance to find qualified applicants. The Districts goal in 2018-19 is to increase by ten over the previous year total of 223 applicants vying for principals' positions with the more qualified Principal Preparation program applicants for principal-related positions.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

First-Quarter Benchmarks (April 13, 2018 - August 31, 2018) are as follows:
 (1) select 10 participants from applicants using criteria developed by the District's Human Resource Department with assistance of the IHE; (2) hold an orientation meeting with ten selected Principal Preparation participants; (3) review the number of courses the participants completed in the IHE summer program; (4) verify attendance at the TEA Principal Preparation Summer Institute in June 2018; (5) review summer program participants summer session grades for completed courses; (6) establish the yearly interview schedule to allow individual Principal Preparation participants to meet with the District Grant Managers each semester; and (7) survey monthly logs of participants' clinical practices as related to assigned administrative responsibilities verified by Mentors and submitted to District Grant Managers and IHE Evaluators.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Second-Quarter Benchmarks (September 1, 2018 - December 31, 2018) are as follows:

(1) documentation of principal participants' monthly meetings with IHE Evaluators and District Mentors indicating strengths, areas of concern, attitude, clinical progress, and overall performance; (2) review fall semester participants' course grades; (3) evaluate results of scheduled one-on-one interviews with participants and the District Grant Managers to discuss first quarter program operations; (4) hold District meeting with Principal Preparation participants to discuss program's implementation and any necessary modifications to improve the program based on events that occurred during the summer session and the fall semester; and (5) hold scheduled meeting with administrative District and IHE personnel to discuss progress, issues, and possible modifications that need to be made for the spring semester.

Third-Quarter Benchmark:

Third-Quarter Benchmarks (January 1, 2019 - May 31, 2019) are as follows:

(1) continuation of monthly logs of clinical practices as related to assigned administrative responsibilities submitted to District Grant Managers and IHE Evaluator; (2) continued documentation of principal participants' monthly meetings with IHE Evaluators and District Mentors indicating strengths, areas of concern, attitude, clinical progress, and overall performance; (3) evaluate results of scheduled one-on-one interviews with participants and the District Grant Managers to discuss and document progress or areas of concern from the spring semester; and (4) identify the number of participants registered to take Principal's Examination by July 2019.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

All components of the quarterly benchmarks are designed to measure effectiveness and efficiency of the Principal Preparation program. In order to maintain a viable program, it is necessary to review participants' progress both objectively and subjectively. Program design permits Districts to establish both oral and written evaluations to occur periodically. Interviews with students by representatives from the IHE and the District give important insights on the subjective aspect of how the program is functioning. In establishing the program with the IHE Evaluators, their primary focus is relative to sharing and explaining research-based administrative components, while discussions with the principal mentors should be related to the day-to-day operational components.

The objective aspects are based on participants' course enrollment and grades earned. Participants' semester grades are integral to measure program success, but grades are better associated with student attitudes and responsibilities, also.

When new programs come to fruition, it is imperative that shared and separate responsibilities be determined, and all aspects related to success be considered. Working in conjunction with the IHE, the primary focus of preparation for leadership building is critical. The District is also focused on academic success as a means of leadership capacity, but building social relationships must be considered when considering participant attributes for success.

If apparent modifications are necessary, they should be based on lack of progress discovered in both objective and subjective data provided in multiple documents and interviews. If modifications are necessary to promote success in objective and subjective results, those subjective areas will happen more rapidly and are not bound by a semester timeline. Program modifications in objective areas tend to require more time; but the District, IHE, and involved participants will address concerns no later than the beginning of each semester.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The clinical component of the Principal Preparation program is the process of becoming a successful principal. Being a principal requires many attributes, and since there are many tasks that involve honing skills to address multiple audiences, the program participants will have ample opportunities to use their inherent and learned skills to address authentic challenges. The District, in combination with the IHE, plans to review areas where problems exist, and to note where additional assistance would help solve identified problems. It is suggested that identified challenges and tasks be prioritized and program participants be assigned areas that do not necessarily match experiences they have successfully completed before. As an example, the task to assist a principal discipline issue would be beneficial, and since most of these qualifying participants deal with few classroom discipline events, it would be enlightening for them to deal with issues for an extended period. Certainly discretion must be exercised when determining the length of time for each participant's clinical assignment. Some clinical assignments based on, but not limited to, District data or principal suggestions are as follows:

- Assist summer school principals and assistant principals as an administrative assistant.
- Conduct campus staff meetings.
- Present professional development in both subject area taught and administrative topics.
- Design, establish, and operate a more effective tutoring program.
- Attend and document events in campus core area PLCs.
- Conduct a PLC meeting(s) in chosen subject area(s).
- Attend District Principal or Assistant Principal in meetings and share pertinent information with campus staff.
- Assist Secondary school counselors in scheduling students and developing a campus Master Schedule.
- Assist principal with developing a staffing schedule.
- Design and conduct a campus parent meeting.
- Assist principals in preparing for addressing student assemblies or be a primary assembly presenter.
- Take responsibility for assisting difficult students through counseling sessions or meetings. Make contact with parents of these students to provide positive information and solicit feedback.
- Be responsible for daily auditory or visual announcements' production.
- Monitor all areas of the campus during the school day to manage student activities and establish relationship with students and teachers.
- Attend or accompany principals at seasonal sporting events (in town or out-of-town).
- Attend at least three District Board of Trustees' Meetings (one per semester)
- Design, recruit, and initiate a team or committee to address potential or identified problems or issues on campus and report findings to the school staff at a scheduled staff meeting.
- Design staff presentations using familiar software platforms (ex. Power Point or Google Slides).
- Attend and present information related to attitudes and achievement at approved student club or organizational meetings.
- Interact with students in technology classes to listen and learn from students.
- Conduct an action research-based project to improve a selected area in curriculum and instruction

All clinical activities must be approved by the District Grant Managers, the campus principal, and the IHE Dean of the School of Education or his representative.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The Wichita Falls ISD serves a diverse student population. Constantly showcasing the District to find prospective principals or school administrators becomes a problem when few applicants are available; and when they are, not many reflect the diverse student population numbers.

The WFISD is constantly encouraging teachers who have shown a willingness to exceed expectations and excel in a variety of job-related events, to consider becoming a member of the District's Leadership Cohort and/or seek Principal Certification. The District uses a myriad of documented characteristics displayed by employees to select teachers for applying in a leadership cohort or to be encouraged to earn a Principal's Certificate. Texas Teachers' Evaluation Support System (TTESS) scores are an excellent source for selection into the Principal Preparation program, which includes student's performance based on formal and informal assessments, teachers' organizational skills, communication skills, cooperative nature, flexibility, professional decorum, initiative characteristics, and management prowess. Each teacher's principal is an additional important resource for selection into the Principal Preparation program. Principals' observations within the classroom and school setting provides information related to communication with students, parents, and colleagues that would be essential if pursuing a Principal's Certificate. Principals are responsible for communicating the TTESS results to teachers, so it is important that applicant's responses to being evaluated be noted. It is a telling sign of how one might act when one becomes a principal and is the target of criticism from an array of critics. All the displayed teacher characteristics are considered by a District Selection Committee composed of three current principals, three District administrators including grant managers, and the Districts Human Resources Directors. Using documented criteria, including student performance data; ethnicity; and anecdotal notes, selections will be made for the ten most proficient Principal Preparation Program members.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Midwestern State University in Wichita Falls, Texas is the IHE selected for the for the Principal Preparation Program. The University has two tracks available - a Master's Degree program, which requires thirty-six hours of coursework and a principal's certification program requiring eighteen hours of core courses (Attachment A). Selected program participants, with few exceptions, will have or be within one semester of acquiring a Master's Degree, and can complete the core requirements of the principal's certification in one year or less. The core courses have syllabuses (Attachment B) that correspond to areas related to the Principal Preparation Program. Required topics are included, but not limited to, several core courses as follows: (1) student culture routines is addressed in School Law and Personnel, Leadership in School Change, and Leadership and Communication Processes; (2) data-driven instruction is addressed in Leadership and Communication Processes, School Business Management, and Internship in Ed Leadership; (3) observation and feedback is included in Leadership and School Change, Leadership and Communication Processes, and Internship in Ed Leadership; (4) team effectiveness is addressed in Intro to Leadership and Internship in Ed Leadership; (5) personal leadership is included in Intro to Leadership, Leadership in School Change, Leadership and Communication Processes, and Internship in Ed Leadership; (6) change management is addressed in Leadership in School Change, School Business Management, and Internship in Ed Leadership; and (7) delivering effective professional development is included in Intro to Leadership, School Law and Personnel, Leadership in School Change, Leadership in Communication Processes, and Internship in Ed Leadership. The District's rigorous clinical learning list includes many components that incorporate preparation tasks that correlate with both the IHE principal's certification scope and sequence (Attachment A) and the District's principal training program. It is expected that knowledge is dispensed from the IHE, and application of that knowledge is practiced day-to-day at the campus level. The IHE associated textbooks are included in each course syllabus (Attachment B).

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The IHE has an established plan to evaluate participants in the principal's certification program. The process is based on an evaluation consisting of Educational Leadership Consortium Council (ELCC) Standards. With the IHE Supervisor using the ELCC standards, the participants are exposed to many authentic leadership activities, which incorporate leadership characteristics and experiences. Participants may also come up with additional activities with help from an assigned mentor that supplement the standards. The District, in conjunction with the IHE, plans to assign high-quality mentors to guide, observe, and direct participants by coaching them in day-to-day operations from a list of approved clinical tasks associated to ELCC Standards. The IHE Supervisor can then observe how well participants perform assigned tasks. The IHE Supervisor provides the participant and mentor with internship manuals which contains lists of activities, forms and protocol information to be used. The IHE Supervisor discusses all aspects of the manual with both the participant and the mentor. The proposed grant includes quarterly opportunities for scheduled meetings with all stakeholders, and at all levels to discuss progress and receive feedback. It is of utmost importance that participants be given the opportunity to meet, listen, discuss, and provide feedback to all who are assisting them in becoming an effective principal. It is also critically important that representatives from the District and IHE be able to do the same at predetermined times, so if changes are necessary, those changes can occur with the least amount of disruption. All observations, assigned tasks, records, or anecdotal notes are documents necessary to evaluate program participants. Record keeping is essential to measure performance and progress. All stakeholders from the intern to the IHE Supervisor shall be aware that record keeping from the participant's log form, self-assessment, and the mentor's feedback forms are critical in assessing individual performance and program success. The IHE supervisors have completed TEA approved observation training. They conduct both pre- and post-observation conferences with the participant in which they establish standards to be addressed in the observation and level of proficiency expected. In the post-conference observation, they discuss how the goals established in the pre-conference were met and to what degree; and they coach interns in self-reflection and forming growth targets with growth strategies. The IHE supervisor collaborates with the candidate and on-site mentor in completing the following: (1) formal observations totaling at least 135 minutes with at least one face-to-face observation; (2) all observations include a pre- and post-conference with the participant; and (3) conduct 3 formal observations with one occurring within each third of the internship. All decisions made to better inform and train program participants are based on ELCC Standards Rubrics and credible documentation from participants, mentors, IHE Supervisors, and other administrative personnel (Attachment C).

Statutory/Program Assurances

The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

The LEA must assure that residents do not hold a principal certification in the state of Texas.

The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Principal Preparation Program Participants fees, tuition, and books	110,900
2. Principal Preparation Program Participants' Mentors stipend	10,000
3. Travel to TEA Principal Preparation Summer Institute	3,000
4. Substitute costs	2,817
5. Principal Certification Examination costs	1,310
6. Indirect Cost 1.541%	1,973
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Total grant award requested	130,000

Attachment A

Educational Leadership, M.Ed.

Mission Statement: The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in Educational Leadership Constituent Council (ELCC) and Texas Education Agency (TEA) standards.

Program Information: Students will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Students who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the state mandated TExES examination and two years of teaching experience.

All students must meet the admission standards for the University and the West College of Education. The graduate program in Educational Leadership requires 36 semester hours. Master's degree candidates must complete the 36 hour course of study as listed as well as the Capstone Research Project approved and scored by an Educational Leadership faculty member. The Capstone Research Project must reflect an ability to support K-12 student learning and development.

Students who already possess a master's degree may enroll in a non-degree program leading to principal or superintendent certification. Students pursuing principal certification will be directed by a program advisor to enroll in required educational leadership courses not already taken in their master's degree work. Research courses (6 hours) are not required; internship is required. Non-degree seeking candidates must complete the Capstone Research Project approved and scored by an Educational Leadership faculty member. The Capstone Research Project must reflect an ability to support K-12 student learning and development. The superintendent certification program is an 18-hour, year-long course of study to prepare students to take the state superintendent certification exam. Candidates must have two years of principalship experience and a superintendent willing to mentor them.

A probationary principalship certificate is available upon admission to the educational leadership program and a documented job offer. Candidates for this certificate must meet legal requirements. The certificate is valid one year at a time for up to 3 years. Students must enroll in [EDLE 5793](#) to participate in a probationary internship the first semester and [EDLE 5791](#) for each additional semester.

In order to be recommended to take the state principal certification exam, candidates must first pass the principal certification practice exam.

The core courses are:

[EDLE 5593 - Leadership and Communication Processes](#)

EDLE 5593 - Leadership and Communication Processes

3 (3-0)

This course is designed to help potential administrators develop skills necessary to build positive school culture through effective communication. Additionally, they will examine methods to deal with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring.

[EDLE 5603 - Introduction to Leadership](#)

EDLE 5603 - Introduction to Leadership

3 (3-0)

Successful leadership in organizational settings requires an understanding of human behavior, beginning with knowledge of self and leading to the understanding of others. This course provides students with opportunities to analyze their values, behaviors, and skills related to successful school improvement.

[EDLE 5623 - School Law and Personnel](#)

EDLE 5623 - School Law and Personnel

3 (3-0)

A study of the rights and responsibilities of teachers, students, and laws related to special education, school governance, staff discipline, and dismissal. In addition, the course will cover the major laws and court decisions which have shaped the operation of schools today.

[EDLE 5643 - School Business Management](#)

EDLE 5643 - School Business Management

3 (3-0)

A study of principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.

[EDLE 5673 - Leadership in School Change](#)

EDLE 5673 - Leadership in School Change

3 (3-0)

An examination of the nature and process of change. Students will study models for planned change, a systems approach to change, and the roles of both teachers and principals as agents of change.



MIDWESTERN STATE UNIVERSITY™

Gordon T. and Ellen West College of Education
Educational Leadership 5603 - Introduction to Leadership Fall 2017

Syllabus

Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 12:00-3:00pm, Tuesday 9:30am-12:00pm and 2:00-4:00pm, and Thurs. 9:30 – 12:00pm
and By appointment

Required texts:

- Buckingham, M. & Clifton, D. (2001). *Now, Discover your Strengths*. New York, NY: The Free Press.
- Sergiovanni, T. (2007). *Rethinking Leadership: A collection of articles*. Thousand Oaks, CA: Corwin Press.

Course Catalog Description

EDLE 5603 Successful leadership in organizational settings requires an understanding of human behavior, beginning with knowledge of self and leading to the understanding of others. This course provides students with opportunities to analyze themselves with regard to values, behaviors, and skills related to successful school improvement.

Objectives:

- Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement.
- Candidates develop professional growth plans based on findings from Leadership Styles Inventory, the Myers Briggs Type Indicator, and the Assessment of Leadership Qualities and Skills, which includes a self-assessment by a peer.
- Candidates identify their strengths and explore how to use those strengths as a leader.
- Candidates reflect on self-assessments as well as on learning throughout the course.
- Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting.

Course Grade:

Grades for this course will be assigned as follows:

Discussion and Chapter Activities	35%
Leader Interview	5%
Dialectic Journal	10%
Growth Plan Sequence	25%
Personal Leadership Model	25%

West College of Education Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Instructor Drop. An instructor may drop a student any time during the semester for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

OTHER COURSE REQUIREMENTS:

Attendance/Participation:

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Quality Requirements:

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry in Kinesiology:

Participation in physical activity classes often require students to wear garments, which may make concealed carry of a firearm difficult if not impossible. Attempting to keep a firearm concealed while participating in an activity may be difficult. In addition, guidelines of concealed carry require the owner to maintain control of his/her firearm at all times, meaning leaving it in a backpack would not be acceptable. Students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university.

*Note – as stated in MSU Guidelines, D.L. Ligon Coliseum is listed as an exclusionary area where a concealed firearm may not be carried

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.



Midwestern State University
Gordon T. & Ellen West College of Education
EDLE 5593: Leadership and Communication Processes
Fall 2016

Instructor: Dr. Kym Acuña

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220

E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 2:30-4:30pm, Tuesday 9:30am-12:30pm and 2:00-4:00pm, and Thurs. 9:30 – 11:00am and By appointment

Course Description

EDLE 5593 Leadership and Communication Processes is a course designed to give potential administrators skills in dealing with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring. In addition, the course deals with use of technology and storytelling in communication and in developing communication plans for a school.

Required Texts

Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756

Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248

Additional Readings

<http://www.researchgate.net/publication/31949620> The Leader's Guide to Storytelling. Mastering the Art and Discipline of Business Narrative

Class Policies

1. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you.
2. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

4. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook.

5. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course in D2L.*

6. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for Blackboard discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

7. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. A penalty of at least 10% will be assigned for late work. However, late work will only be accepted with prior approval given due to special circumstances.

8. **Attendance:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Students, who do not visit D2L for *three weeks or more*, will be dropped from the course. If you know that you will not be able to be online for an extended period, please let me know through D2L email.

Course Objectives

Students will be able to:

1. communicate components of the school vision in written and oral forms to diverse stakeholders.
2. incorporate technology/media in communicating the vision.
3. develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.
4. learn and apply the “language” of conflict resolution, mediation, cognitive coaching, and mentoring.

Course Outcomes

Students are expected to:

1. gain confidence in speaking before an audience.
2. use variety of media to communicate vision and advocate for the school.
3. use conflict resolution skills effectively in different situations.
4. use the language of mentoring and coaching to provide effective feedback to teachers.

Course Assignments and Grading Values

Topics/Activities	Possible Points	Week Due
Discussion Board Discussions: <i>Getting to Yes and Resolving Conflicts at Work</i> responses	200	Weekly <i>10 discussions</i>
Technology Integration: Multimedia School Message Share school message using media technology	150	Week 5 10/2
Conflict Resolution Practice in the Workplace Strategy Implementation	100	Week 11 11/13

School Vision Speech Documentation:	200	Due by Week 13 11/27
Speech to stakeholders that conveys school vision, including storytelling component (This is also a portfolio activity that must be uploaded to D2L).		
Presentation of Strategy Demonstration with Role Play	200	Week 14 12/4
Demonstration of one of the strategies in <i>Resolving Conflicts at Work</i>		
Negotiation Paper:	150	Week 15 12/9
<i>Getting to Yes</i> paper including a scenario and script		

Grading Policy

Letter Grade	Points Range
A	900 - 1000
B	800 - 899
C	700 - 799
D	600 - 699
F	BELOW 600

Week/Dates	Topics/Activities
Week One 8/27 - 9/4	Introductory Statement Discussion Getting to Yes: Negotiating Agreement Without Giving In – Ch. 1 Discussion #1
Week Two 9/5-9/11	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 2 Resolving Conflicts at Work – Introduction and Strategy 1: Understand the Culture and Dynamics of Conflict Discussion #2
Week Three 9/12 - 9/18	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 3 Resolving Conflicts at Work – Strategy 2: Listen Empathetically and Responsively Discussion #3
Week Four 9/19 - 9/25	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 4 Resolving Conflicts at Work – Strategy 3: Search Beneath the Surface for Hidden Meaning Discussion #4
Week Five 9/26 – 10/2	Read Storytelling Document - Leader's Guide to Storytelling Multimedia School Message

Week Six 10/3 - 10/9	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 5 Resolving Conflicts at Work – Strategy 4: Acknowledge and Reframe Emotions Discussion #5
Week Seven 10/10 - 10/16	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 6 Resolving Conflicts at Work – Strategy 5: Separate What Matters from What Gets in the Way Discussion #6
Week Eight 10/17 - 10/23	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 7 Resolving Conflicts at Work – Strategy 6: Solve Problems Paradoxically and Creatively Discussion #7
Week Nine 10/24 - 10/30	Getting to Yes: Negotiating Agreement Without Giving In – Ch. 8 and Conclusion Resolving Conflicts at Work – Strategy 7: Learn from Difficult Behaviors Discussion #8
Week Ten 10/31 – 11/6	Resolving Conflicts at Work – Strategy 8: Lead and Coach for Transformation Discussion #9
Week Eleven 11/7 – 11/13	Conflict Resolution Practice in the Workplace Strategy Implementation
Week Twelve 11/14 - 11/20	Resolving Conflicts at Work – Strategies 9 & 10: Explore Resistance and Negotiate Collaboratively & Mediate and Design Systems for Prevention Discussion #10
Week Thirteen 11/21 - 11/27	School Vision Speech to Stakeholders (Internship Activity) Speech Documentation Form and Support Materials
Week Fourteen 11/28-12/4	Presentation of Strategy Demonstration with Role Play Presentation Link Upload
Week Fifteen 12/5 - 12/9	Getting to Yes Negotiation Paper

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry in Kinesiology:

Participation in physical activity classes often require students to wear garments, which may make concealed carry of a firearm difficult if not impossible. Attempting to keep a firearm concealed while participating in an activity may be difficult. In addition, guidelines of concealed carry require the owner to maintain control of his/her firearm at all times, meaning leaving it in a backpack would not be acceptable. Students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university.

*Note – as stated in MSU Guidelines, D.L. Ligon Coliseum is listed as an exclusionary area where a concealed firearm may not be carried

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course Syllabus

EDLE 5623: School Law and Personnel

Spring 2018

Instructor: Dr. Denise Simmons

Office: Ferguson 305

Office Hours: MW: 1:00PM-3:00PM; TR: 4:00PM-6:00PM; and by appointment

Office Phone: (940) 397-4073

University Email Address: denise.simmons@mwsu.edu

COURSE INFORMATION

Course Description: EDLE 5623 School Law and Personnel provides an overview of the legal issues most likely to be encountered by a school administrator and implications for educators. The course begins by examining the basic legal framework of school law in Texas by discussing the sources of school law and the roles of the state and federal governments in the establishment and operation of the Texas School system. Following the review of the legal structure of the Texas school system, major topics in education law are presented. Additionally, specific information regarding personnel law will be included.

Materials: Textbooks, Readings, and Supplementary Readings

Textbook(s) Required:

Walsh, J., Kemerer, F., Maniotis, L. *The educator's guide to Texas school law* (8th ed.). Austin, TX: The University of Texas Press.

Kemerer, F., and Crain, J (2006). *Texas documentation handbook: Appraisal, nonrenewal, termination*. (5th ed.). Austin, TX: Texas School Administrators' Legal Digest.

American Psychological Association (2010, 6th ed.). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association. (Recommended but not required)

Additional readings will be provided by the instructor online.

Additional Readings

Legal Resources

U.S. Constitution Online: <http://www.usconstitution.net/const.html>

Lexis-Nexus Texas Constitution and Statutes: <http://www.statutes.legis.state.tx.us/>

Lexis-Nexus Free Case Law: <https://www.lexisweb.com/>

APA Guides

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

APA 6th Ed. Citation Tutorial

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

Student Learning Outcomes (Objectives Covered)

At the conclusion of this course, students will:

- 1) understand local, state, and federal laws.
- 2) recognize key education-related provisions of the U.S. Constitution, federal statutes, Texas Constitution and statutes, including provisions of the Texas Education Code.
- 3) learn key court rulings that establish school law parameters at the campus level.
- 4) understand how Board policies and administrative regulations/directives translate the law into real work requirements and application.
- 5) develop a rudimentary knowledge of basic legal terminology and the court system so administrators can decipher legal materials and effectively participate in basic school law related discussions, workshops, and conferences.

Course Standards

All Midwestern State University Educational Leadership classes are built around the **Educational Leadership Consortium Council (ELCC) Standards**. These standards form the framework for the course, and they are as follows:

ELCC 3.1 Manage the Organization	<ul style="list-style-type: none"> a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
ELCC 3.2 Manage Operations	<ul style="list-style-type: none"> c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.
ELCC 3.3 Manage Resources	<ul style="list-style-type: none"> a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
ELCC 5.3 Acts Ethically ELCC 6.1 Understanding the Larger Context	<ul style="list-style-type: none"> a. Candidates make and explain decisions based upon ethical and legal principles. b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
ELCC 6.3 Influence the Larger Context	<ul style="list-style-type: none"> a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

Texas Principal Standards and Competencies

This course supports the following competencies:

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Develop and implement strategies for effective internal and external communications
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

West College of Education's Conceptual Framework Statements

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Classroom Policies

1. **Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
2. **Participation:** Active participation in class is paramount to your success in this course. The purpose of the course is to attain knowledge. Read the assigned chapters, supplementary materials, court cases, view the videos/presentations, and the like in preparation for class. Failure to submit all assignments may result in failing the course.
3. **Absence Policy for Online Courses:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment.**
4. **Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
5. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
6. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

7. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
8. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” from Student Handbook.
9. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in D2L. A minimum of 5 points will be deducted for assignments not submitted through D2L.
10. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.
11. **Campus Carry Statement:** S Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at <https://mwsu.edu/campus-carry/rules-policies>.
12. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for D2L discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s rude or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

Course Requirements

Regular online participation is required. Please monitor your email account at least every 24 hours in order to maintain contact with your instructor. Please attend to discussions in a timely manner. Professional dialogue opportunities and active participation are part of this class and will be considered part of the grade.

Reading and Presentation Requirements

This course requires a great deal of reading. In general, 2-4 cases per topic will be highlighted as part of the study of school law. Each student will also be responsible for providing several briefings to the class on the case(s) or topic. Each briefing is expected to be a highlight of the key information not a reading of everything on the topic or case. The summary of case law in American Public School Law and The Educator's Guide are great resources. Students are encouraged to use a variety of presentation methods as part of the briefing that are to be shared via D2L.

Legal Briefs Writing Requirements

As an aid to case analysis, students will be asked to prepare short briefs of cases.

Legal Briefs:

Each student will prepare six carefully articulated and thoroughly researched briefs on assigned cases pertaining to the course material and assigned reading. Upload your briefs in written format to D2L. Failure to post the brief on D2L by the required time poses a hardship for your class colleagues and thus will result in an automatic deduction of one letter grade. Class members should access the briefs through D2L. Do not copy or otherwise plagiarize the brief. It should be your work in your words.

Each brief should be a one-page, single-spaced paper (Times New Roman font, 12 point type, one-inch margins) summarizing the case using the following format with at least one paragraph within the conclusion discussing the impact of this case and the decision of the case to administrators. Address each of the questions or statements below.

Label each section (for example, Facts, Issues, Ruling, and Conclusion).

Citation: List the legal citation for the case. This should be the title of the paper.

Fact(s): Restate the legally relevant facts of the case. Discuss in detail what happened to get this case into the court system.

Issue(s): In one sentence, identify the question to be answered. To pick out the issue, think about who is arguing and what they are arguing about. An issue statement should include the sources of the law (for example, the First Amendment, the Texas Revised Code, IDEA, etc.), the parties involved, and the issue to be decided. For example, “Was the school district guilty of discrimination?” is not significantly detailed to meet the criteria of a good issue statement. “Does the equal protection clause of the 14th Amendment prevent public school districts from maintaining separate schools based on race?” contains the necessary components of an issue statement. **Ruling:** What did the courts decide? What were the results? What was the final ruling for the case? **Rationale:** Why did the court make that particular decision? What precedent or social event brought the court to this particular decision? On what did the court base these answers?

Conclusion: How does this court decision relate to your life as an educator or administrator, and education in general? What does this ruling mean to our profession? How will our lives be altered by this decision? How will the students’ lives be altered by this decision?



ASSESSMENT OF CORE OBJECTIVES:**Assessment# 4: Professional Knowledge, Skills, and Dispositions****Assignment: Interview with a School Lawyer/Development of a Legal Plan**

ELCC 2011 Standards Addressed: 3.1, 3.3, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2

Candidates will return the following items as completion of their assignment

- Attachment #1: Interview with a School Lawyer Notes (Step 1)
- Attachment #2: Development of a Legal Plan Rubric (Step 2)

Due Dates and Points for Assignments (Adjustments may be made during the semester.)

	Due Dates	Points Possible
Legal Briefs: Write a legal brief for selected cases with support from the reading.	Weeks Vary	100 each
Class Participation: Participate in weekly assignments on-time. (10 points each)	Weekly	150
Documentation: Develop documentation for teachers. (100 points each)	Weeks 8 and 9	200
Case Studies/Scenarios: Share your perspective of how issue(s) should be handled. (50 points each)	Weeks 4, 6, 7, 8, 9, 10, 11, and 12	400
Case Critique/Current Event: Critique and/or current articles about specific cases.(50 points each)	Weeks 3, 5, and 13	150
Core Assessment (Part 1): You will interview a school lawyer. (200 points)	Week 14	200
Core Assessment (Part 2): You will develop a legal plan. (200 points)	Weeks 15	200

Grading Policy

Letter Grade	Points Range
A	1215 - 1350
B	1080 - 1214
C	945 - 1213
D	810 - 1212
F	BELOW 810

Week/Dates	Topics/Activities
Jan. 15	Dr. Martin Luther King, Jr. Holiday
Week One January 16	<ul style="list-style-type: none"> A. Introduction and Discussion of Syllabus B. Class expectations and overview of course C. Read Chapter 1 of <i>The Educator's Guide to Texas School Law</i> D. Cases <ul style="list-style-type: none"> 1. Parts of a Case 2. Writing a Brief
Week Two January 22	<p>Chapter 1: An Overview of Education Law, Texas Schools, and Parent Rights</p> <p>Introduction to Legal System</p> <ul style="list-style-type: none"> A. Sources of Federal Law B. Structural Provisions in the Constitution C. Rights Provisions in the Constitution D. Read Chapter 2 of <i>The Educator's Guide to Texas School Law</i>
Week Three January 29	<p>Chapter 2: Student Attendance and the Instructional Program</p> <ul style="list-style-type: none"> A. Compulsory Attendance B. Residence and Domicile C. Immigration and Assimilation D. Homeless Children E. Home Schooling F. Other Reasons for Non-Attendance
Week Four February 5	<p>Chapter 2: Student Attendance and the Instructional Program (cont'd)</p> <ul style="list-style-type: none"> A. Judicial Deference to School Officials B. Curriculum C. Health Education D. Evolution versus Creationism E. Student Testing and Promotion F. Grading and Academic Requirements G. Bilingual Education Programs H. Read Chapter 3 of <i>The Educator's Guide to Texas School Law</i>
Week Five February 12	<p>Chapter 3: Special Education</p> <ul style="list-style-type: none"> A. Key Texas Special Education Jargon B. Education for All Handicapped Children Act (EAHCA) C. IDEA D. FAPE E. IEP Team (ARD Committee) F. Least Restrictive Environment G. Placement in Private School H. Discipline and the "Stay-Put" Provision I. Section 504 of the Rehabilitation Act of 1973 J. Read Chapter 4 of <i>The Educator's Guide to Texas School Law</i>

<p>Week Six February 19</p>	<p>Chapter 4: The Employment Relationship A. Staff Selection B. Types of Employment Arrangements 1. At-Will Employment 2. Non-Chapter 21 Contracts 3. Probationary Contracts 4. Term Contracts 5. Continuing Contracts 6. Retire/Rehire C. Read Chapter 5 of <i>The Educator's Guide to Texas School Law</i> and Chapter 1 of <i>Texas Documentation Handbook</i></p>
<p>Week Seven February 26</p>	<p>Chapter 5: Personnel Issues (<i>The Educator's Guide to Texas School Law</i>) A. Reassignment B. Grievances and the Role of Employment Organizations Chapter 1: The Legal Framework (<i>Texas Documentation Handbook</i>) C. Documentation D. Teacher and Administrator Appraisals E. Employment Law F. Conferences, Grievances, and Tape Recording G. Reassignment and Resignation H. Employee References I. Avoiding Impermissible Reasons for Employment Decisions J. Read Chapters 2 and 6 of <i>Texas Documentation Handbook</i></p>
<p>Week Eight March 5</p>	<p>Chapter 2: Principles of Documentation (<i>Texas Documentation Handbook</i>) A. Effective Documentation: General Memorandum Chapter 6: Writing and Monitoring Professional Improvement Plans (<i>Texas Documentation Handbook</i>) B. Teacher in Need of Assistance (TINA) C. Read Chapter 6 of <i>The Educator's Guide to Texas School Law</i></p>
<p>March 12 – 17 Week Nine March 19</p>	<p>Spring Break Chapter 6: Expression and Associational Rights (<i>The Educator's Guide to Texas School Law</i>) A. Educator Rights of Expression B. Student Rights of Expression C. Read Chapter 7 of <i>The Educator's Guide to Texas School Law</i></p>
<p>Week Ten March 26</p>	<p>Chapter 7: Religion in the School (<i>The Educator's Guide to Texas School Law</i>) A. The Public School and Religion B. Funding of Religious Schools C. The Establishment Clause and The Lemon Test D. Vouchers E. Release Time for Religious Instruction F. Volitional Exercises G. Read Chapter 8 of <i>The Educator's Guide to Texas School Law</i></p>

Week Eleven April 2	Chapter 8: Student Discipline (<i>The Educator's Guide to Texas School Law</i>) A. Constitutional Concerns: Due Process B. Other Constitutional Issues C. Chapter 37: An Overview 1. Student Code of Conduct 2. Teacher-Initiated Removal 3. Suspension 4. Removal to a DAEP C. Expulsion D. Emergency Actions E. Interaction with Law Enforcement F. Corporal Punishment G. Suspension from Extracurricular Activities H. Read Chapter 9 of <i>The Educator's Guide to Texas School Law</i>
Week Twelve April 9	Chapter 9: Privacy Issues: Community, Educators, Students (<i>The Educator's Guide to Texas School Law</i>) A. Texas Open Meetings Act B. Texas Public Information Act C. Educator Privacy Rights D. Student Privacy Rights E. Read Chapter 10 of <i>The Educator's Guide to Texas School Law</i>
Week Thirteen April 16	Chapter 10: Legal Liability (<i>The Educator's Guide to Texas School Law</i>) A. Areas of Liability B. Torts
Week Fourteen April 23	Assessment #4: Part 1 Due Interview with a School Lawyer
Week Fifteen April 3	Assessment #4: Part 2 Due Development of a Legal Plan

Disclaimer: The professor reserves the right to make changes to the assignments or schedule as deemed necessary. Notice will be provided.



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course Syllabus

EDLE 5643: School Business Management

Spring 2018

Instructor: Dr. Denise Simmons

Office: Ferguson 305

Office Hours: MW: 1:00PM – 3:00PM; TR: 4:00PM – 6:00 PM; and by appointment

Office Phone: (940) 397-4073

University Email Address: denise.simmons@mwsu.edu

COURSE INFORMATION

Course Description

EDLE 5643 School Business Management is a study of the principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.

Students will examine school finance from two perspectives:

1. Where do the fiscal resources to support public education come from? (Revenue)
2. Given the availability of fiscal resources, how is it allocated and expended? (Expenditures)

This course takes place in an online format that is rich in learner-to-learner and instructor-to-learner interactivity.

Materials- Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Thompson, D.C., Crampton, F.E., and Wood, R.C. (2015). *Money and Schools* (6th ed.). New York, NY: Taylor & Francis.

Additional Resource Materials:

- ✓ District Budgets
- ✓ Campus Budgets
- ✓ District Strategic Plan
- ✓ District Improvement Plan
- ✓ Campus Improvement Plan
- ✓ Texas Education Agency (TEA) Website
- ✓ Learning Resources Provided by Professor

Additional Readings

APA Guides

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

APA 6th Ed. Citation Tutorial

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

Student Learning Outcomes (Standards/Objectives Covered)

Educational Leadership Constituent Council (ELLC) Standards are listed below.

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.2 b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data and an analysis of community needs.

1.2 c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

1.4 a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

1.4b. Candidates design or adopt a system for using data-based research strategies to regularly monitor evaluate, and revise the vision.

1.4 c. Candidates assume stewardship of the vision through various methods.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principals of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness and efficiency.

3.1 b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum and instruction.

3.1 c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the organizational vision.

3.2 c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

3.3 a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human and material resource allocation and alignment that focuses on teaching and learning.

3.3 b. Candidates creatively seek new resources to facilitate learning.

3.3 c. Candidates apply and assess current technologies for school management, business procedures and scheduling.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

5.2 a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

6.1 e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

6.3 b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

6.3 c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Conceptual Framework Statements

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Classroom Policies

- 1. Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction - this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building - in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
- 2. Participation:** Active participation in class is paramount to your success in this course. The purpose of the course is to attain knowledge. Read the assigned chapters, supplementary materials, view the videos/presentations, and the like in preparation for class. Failure to submit all assignments may result in failing this course.
- 3. Attendance**
Absence Policy for Online Courses: Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment.**
- 4. Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
- 5. Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
- 6. Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
- 7. Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with

disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

8. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” from Student Handbook.
9. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in Desire-to-Learn (D2L) for grading. A minimum of 5 points will be deducted for assignments not submitted through D2L.
10. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.
11. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - a. Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for D2L discussions.
 - b. Read existing follow-up postings and do not repeat what has already been said.
 - c. Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - d. Be careful with humor and sarcasm. One person’s humorous comment can be another person’s rude or degrading remark.
 - e. Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - f. Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

Campus Carry:

University Guideline

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: <http://mwsu.edu/campus-carry/>.

Concealed Carry at Professional Development Schools

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.

Desire-to-Learn (D2L):

Please use D2L to view and submit all course documents and assignments, and the D2L email address to communicate with me. D2L is used extensively throughout this course and each student is expected to be familiar with this course management system. It is a primary source of communication regarding assignments, examination, materials, and general course information. You can log into D2L through the MSU Homepage <https://www.mwsu.edu/distance/online-courses> . Be sure to bookmark for easy and quick access. If you experience difficulties please contact the technicians listed at the D2L homepage.

Course Assignments

Research Paper: Students will submit a research paper on a topic pertinent to the business operations of a public school district. The paper should have at least three (3) current sources germane to the chosen topic. The paper must be a minimum of five (5) double-spaced pages utilizing APA style format. Possible topics are:

- Money saving measures while maintaining quality education
- Equity and adequacy in a school finance system
- Distributing state funds to local school districts
- The Texas Foundation School Program
- Court cases impacting public school funding in the State of Texas
- Overseeing student activity funds
- Purchasing procedures in public education
- Risk management programs in public education
- Employee benefit programs in school districts
- Facilities, maintenance, and custodial operations in public schools
- Financing special education programs
- Design and construction of a new school
- Recruitment and retention of school personnel
- Does money make a difference in the delivery of educational services?
- Merit pay for teaching staff
- The fiscal impact of Every Student Success Act
(Topic to be approved by professor)



Due Dates and Points for Assignments (Adjustments may be made during the semester.)

	Due Dates	Points Possible
Case Studies:		
You will share your perspective on Case Studies with cited support from the reading.	Various Weeks	150
CAEP School Finance Project:		
Business Operations of Public School Scenario	Week 13	500
Papers:		
You will respond to Portfolio Exercises with cited support from the reading.	Weekly	150
Discussion Questions:		
You will respond to the question and actively participate in the discussion by providing substantive feedback that extends the discussion.	Various Weeks	150
Activities:		
You will respond to an activity and write a brief essay.	Weeks Vary	150

Grading Policy

Letter Grade	Points Range
A	900 - 1100
B	800 - 899
C	700 - 799
D	600 - 699
F	BELOW 600

Week/Dates	Topics/Activities
January 15	Dr. Martin Luther King, Jr. Holiday
Week One January 16	Introductory Statement, Academic Integrity Agreement, and Schools, Values, and Money – Ch. 1
Week Two January 22	Funding Schools: A Policy Perspective – Ch. 2
Week Three January 29	Funding Schools: A Policy Perspective – Ch. 2
Week Four February 5	Basic Funding Structures – Ch. 3
Week Five February 12	School Funds: Operationalizing School Money – Ch. 4
Week Six February 19	Budget Planning – Ch. 5
Week Seven February 26	Budgeting for Personnel – Ch. 6
Week Eight March 5	Budgeting for Instruction – Ch. 7
March 12 – 17	Spring Break
Week Nine March 19	Budgeting for Student Activities – Ch. 8
Week Ten March 26	Budgeting for School Infrastructure – Ch. 9
Week Eleven April 2	Budgeting for Transportation and Food Services – Ch. 10
Week Twelve April 9	Legal Liability and Risk Management – Ch. 11
Week Thirteen April 16	Site-based Leadership – Ch. 12 CAEP School Finance Project Due
Week Fourteen April 23	Future Trends in School Funding – Ch. 13
Week Fifteen April 30	Current Event Research Paper Due



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course Syllabus

EDLE 5673: Leadership in School Change

Summer I 2016

Instructor: Dr. Denise Simmons

Office: Ferguson 305

Office Hours: By appointment

Office Phone: (940) 397-4073

University Email Address: denise.simmons@mwsu.edu

COURSE INFORMATION

Course Description

EDLE 5673 Leadership in School Change is an examination of the nature and process of change.

Students will study:

1. models for planned change,
2. a systems approach to change,
3. and the roles of both teachers and principals as agents of change.

This course takes place in an online format that is rich in learner-to-learner and instructor-to-learner interactivity.

Course Objectives

Candidates will:

- Describe issues related to school change and formulate a personal vision for schools based on assigned readings and other media.
- Compare and contrast change theories and systems theory and apply them in a case study that culminates in an action plan for school change.
- Assess the climate for change at a school and among families and the community; draw conclusions from the findings; and develop strategies for mobilizing resources and responding to school and community needs.
- Gather and analyze authentic data on a proposed change in a school setting.

Materials- Textbooks, Readings, Supplementary Readings



Textbook(s) Required:

Hall, G.E., and Hord, S.M. (2015). *Implementing Change: Patterns, Principles, and Potholes* (4th ed.).

Boston, MA: Pearson.

ISBN: 9780133351927

Additional Readings

APA Guides

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

[APA 6th Ed. Citation Tutorial](#)

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

West College of Education's Conceptual Framework Statements

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content

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- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Classroom Policy

- 1. Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
- 2. Participation:** Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
- 3. Absence Policy for Online Courses:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
- 4. Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
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6. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than two weeks late will receive no more than 50% of the possible points. Arrangements must be made at least two days in advance for any exceptions to be given.
7. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
8. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
9. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” from Student Handbook.
10. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for D2L discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Due Dates and Points for Assignments (Adjustments may be made during the session.)

	Due Dates	Points Possible
Critique Questions:		
You will have a total of two (2) Critique Questions to complete throughout the course that will be worth 25 points each.	Weeks 1 and 3	50
Discussion Questions and Peer Responses:		
You will have a total of eight (8) Discussion Questions to complete throughout the course. You must respond to the question and actively participate in the discussion by providing substantive feedback that extends the discussion, when applicable. Responses to exercises and peers are worth 100 points.	Weeks 1 - 5	800
Applying Systems Thinking in Facilitating Implementation:		
You will have one (1) activity to complete worth 150 points.	Week 4	150
School-based Data Gathering Project:		
You will apply knowledge of data-based research strategies to inform school improvement decisions.	Week 5	300

Grading Policy	
Letter Grade	Points Range
A	1170 - 1300
B	1040 - 1169
C	910 - 1039
D	780 - 909
F	779 and Below

Week/Dates	Topics/Activities
Week One June 6-10	Introductions: One-page Profile, Statement, Academic Integrity Agreement, and Chapter 1: Implementing Change Critique Question
	Chapter 2: What Actions and Events are Imperative... Discussion Question
Week Two June 13-17	Chapter 3: How Can We Clarify the Change? Discussion Question
	Chapter 4: How Can the Different Feelings and Perceptions... Discussion Question
	Chapter 5: What are Characteristic Behavioral Profiles of Implementers? Discussion Question
Week Three June 20-24	Chapter 6: How Do Leaders Make a Difference in Implementation Success? Critique Question
	Chapter 7: How Does a Culture of Continuous Learning Support Implementation? <i>School-based Data Gathering Portfolio Activity</i>
	Chapter 8: What Can Be Done to Understand a Part of the Change Process... Discussion Question
Week Four June 27-July 1	Chapter 9: How Can Systems Thinking Enhance the Success of Change Efforts? <i>Applying Systems Thinking in Facilitating Implementation</i>
	Chapter 10: How Do Communication Activities and Change Agents Affect... Discussion Question
Week Five July 5-July 8	Chapter 11: In What Ways Can Team Member Skills and Process Consultants... Discussion Question
	Chapter 12: How Can Change Constructs be Combined to Understand... Discussion Question
	<i>Portfolio Activity Due: School-based Data Gathering</i>





MIDWESTERN

STATE UNIVERSITY™

Course Syllabus: **Graduate Internship in Educational Leadership**

West College of Education

EDLE 5693 Section 270

Spring 2018

Assistant Professor of Educational Leadership

Coordinator Masters of Educational Leadership Program

Office Phone: 940-397-6220 E-mail: kym.acuna@mwsu.edu

Office: Ferguson 304A

Office Hours: Mon. 11:00am-3:00pm, Tuesday 9:30am-12:00pm, and Thurs.
9:30am – 12:00am and 2:00-3:00pm, and By appointment

COURSE INFORMATION

Course Description

EDLE 5693 is designed to be the last course of a degree/certification plan for aspiring school administrators. The Internship is a field-oriented course in which students work with a principal/mentor from their school or district. Interns will take part in at least 144 hours of relevant activities that address the ELCC (Educational Leadership Constituent Council) Standards for School Building Leaders.

Objectives:

- Interns will select an effective, veteran administrator as a mentor.
- Interns will apply knowledge and skills in a real school setting.
- Interns will complete a required activity representing each of the 6 ELCC standards and at least one activity from each elective option for each of the 6 ELCC standards.
- Interns will select other intern experiences that fit their setting and require them to work with diverse individuals and groups.
- Interns will keep a log of internship activities and a journal of what was learned.
- Interns will create an Internship Portfolio comprised of documentation of required internship activities and attaching previous assessments to the portfolio in TK20.
- Interns will create a leadership legacy statement for themselves.

Materials- Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Wilmore, B. E. & L. Wilmore (2013). *Passing the Principal TExES Exam: Keys to Certification and School Leadership (Ed 2)*. Corwin: Thousand Oaks, CA. ISBN: 971452286013

Galford, R. & Maruca, R. (2006). *Your Leadership Legacy: Why looking toward the future will make you a better leader today*. Boston, MA: Harvard Business School Press.

Additional Resource Materials:

TeXes 068 Principal Preparation Exam Manual. Download at http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

Additional Readings

APA Guides

Moffett Library

http://www.youtube.com/playlist?list=PLzIDEiUWT8jkUkEnB3Bfk_kMRuXPAS5N6

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

[APA 6th Ed. Citation Tutorial](#)

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

Student Learning Outcomes (Standards/Objectives Covered)

Educational Leadership Constituent Council (ELCC) Standards are below:

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

West College of Education Conceptual Framework Statements

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Class Policies

- 1. Classroom Environment:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.
- 2. Participation:** Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**
- 3. Absence Policy for Online Courses:** Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. **Candidates will receive a grade of F on the third missing or incomplete assignment. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**

Absence Policy for Face-to-Face Courses: Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from the classes as well.**

- 4. Instructor Drop:** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

5. **Written Work:** *All* written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.
6. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
7. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” from Student Handbook. Acts of plagiarism will be dealt with swiftly and result in a course grade of F.
8. **Submission of Assignments:** All assignments must be submitted to the assignment page for this course in D2L. A minimum of 5 points will be deducted for assignments not submitted through D2L.
9. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. Ten percent will be deducted per day late, and any assignment submitted more than one week late will receive no more than 50% of the possible points. Three late or incomplete submissions will result in a grade of F. Arrangements must be made at least two days in advance for any exceptions to be given.
10. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Do not post anything you would not be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for D2L discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s rude or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.

Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

Course Assignments

The Internship is organized around these main activities:

- I. **Internship Activities:** Interns conduct the activities related to the ELCC Standards. Some activities are required for each standard. Other activities are selected by the intern and mentor. Interns keep a log and detailed journal of their internship experiences.
 - A. Internship Portfolio: Standards 1-6 Documentation (by standard)
 - B. Internship Log
 - C. Self-assessment with Mentor Feedback
- II. **Internship Portfolio:** A description and documentation of required activities is submitted to the Internship Portfolio in TK20.
- III. **Site Visits:** The course instructor makes at least three (3) observations of the intern at the internship site.
- IV. **Leadership Legacy Statement:** Interns read the *Your Leadership Legacy* by Galford and Maruca and create their own legacy statement.

Course Grading

Grades for the internship course will be assigned as follows:

Activities	Point Value
Discussions	60
Required/Elective Activities and Supporting Documentation (Addressing ELCC Standards and TExES Practice Activities)	340
Activity plan and activity logs	350
Observations and meetings with mentor; Self-assessment w/ Mentor Feedback	150
Legacy Statement	100

Role of Mentors

The mentors are busy principals who already have enormous responsibility. The goal of the internship program is for the intern to learn real world applications of leadership skills as well as to assist the mentor in whatever ways possible. It will be helpful for the mentor to (a) collaborate with the intern in developing a plan of activities and experiences, and (b) regularly set aside time with the intern to discuss issues and answer questions. At the end of the internship period, the mentor will be asked to complete an assessment of the intern's strengths and weaknesses.

Attachment C

Assessment #4 – Educational Leadership Internship

Section 1

a. Description of assessment and its use in the program –

The educational leadership internship is spread out over various courses and culminates with a semester long internship at the end of the program. The internship assessment includes the following:

- Internship assessment within the EDLE 5693 Internship in Educational Leadership course- **Required Internship Activities.**
- b. **How assessment aligns to specific standards**
See instructions for each assessment below for more detail on how the state ELCC standard elements relate specifically to parts of each assessment.

ELCC standard elements included in each assessment:

- Required Activities in Ed Leadership Internship – 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 6.1, 6.2, 6.3

c. Brief analysis of data findings

The results for the activities for the internship assessment were mixed. For the Legal Plan activity, all of the students met or exceeded expectations for each standard element. For the Speech activity, students met or exceeded all standard elements except 5.1. For the Growth Plan assignment, most students met or exceeded standards. However, for standard elements 5.2, 2.3, and 3.4 at least one person did not meet or exceed standards. For the Climate Assessment, for 9 of the 10 standard elements, all but one of the students met or exceeded standards. The biggest area for improvement comes from the internship required activities. Of the 13 standard elements assessed, at least one student did not meet or exceed standards in 8 of the standard elements.

Section 2

d. Assessment tool

The instructions for each of the separate assignments that contribute to the overall internship assessment have been included below:

REQUIRED Internship Activities
Conducted During EDLE 5693 Internship in Educational Leadership
(ELCC Assessment #4)

Standard 1- Candidates must select activity A or B.

A. Undertake a vision-setting activity with the staff. *(Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.1)* Use group processing techniques to guide faculty to come to consensus about their vision for the school. *(Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.2)*

B. If the vision is less than 3 years old, the candidate may conduct an interview with teacher, students, parents, and community member regarding their knowledge of the school's vision and its development. *(Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.2)* Report on the process and what is learned from this process. *(Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.1)*

Documentation: In the Internship Portfolio in TK20, provide a detailed description of what you did and what you learned.

Describe process at it relates to ELCC standards 1.1 and 1.2. It should be uploaded as an attachment. Use language from the rubric (in TK20) where possible. Describe any ethical issues you encountered during this activity.

Standard 2 – Lead a group in a professional development activity to enhance teaching i.e. book study, learning and practicing a new teaching technique, peer observation, etc... *(Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELCC 2.3)* This activity should be based on data gathered from the school *(Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.2)*

Documentation: In the Internship Portfolio in TK20, provide a detailed description of what you did and what you learned.

Describe process at it relates to ELCC standards 2.2 and 2.3. It should be uploaded as an attachment. Use language from the rubric (in TK20) where possible. Describe any ethical issues you encountered during this activity.

Standard 3

Interview a principal concerning the skills required for management and operation of the school

- a. Are specific knowledge and skills required or are they things learned on the job? What do you need to do to prepare yourself to be a good manager before becoming a principal? (*Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.1*)
- b. What are the most important things you need to know about school policies? (*Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. ELCC 3.3*)
- c. What are the most important things you need to know about the school budget? (*Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.2*)
- d. What are the most important laws you need to know?
- e. What are the most important things you need to know about personnel policies, hiring, supervising, and firing?
- f. How are staff, parents, and community members effectively involved in school decisions? (*Candidates understand and can develop school capacity for distributed leadership. ELCC 3.4*)

Documentation: In the Internship Portfolio in TK20, provide a transcript or narrative of your interview, addressing each question specifically. Describe how the answers relate to ELCC 3.1, 3.2, 3.3 and 3.4. The document should be uploaded as an attachment. Use language from the rubric (in TK20) where possible. Describe any ethical issues you encountered during this activity.

Standard 4

Participate in the planning and implementation of parent night or other parent initiative at the school (*Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.3*). While at the event, talk to parents and students to see what their number one concern is for the school year (*Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment ELCC 4.1*).

Documentation: In the Internship Portfolio in TK20, submit a reflective paper that includes suggestions for improvement and a description of the student's concerns is to be written and submitted. Describe how the reflections relate to ELCC 4.1 and 4.3. The document should be uploaded as an attachment. Use language from the rubric (in TK20) where possible. Describe any ethical issues you encountered during this activity.

Standard 5 – Ethics are considered to be included in all activities. When reporting on activities, include discussion of any ethical issues associated with them.

Standard 6

Attend at least two school board meetings. (1) Note the responsibilities for each person in attendance and how decisions are made. (2) Note the topics of discussion at each board meeting and evaluate their relevance to the larger educational goals of the district. (3) Interview a **board member, building principal, and central office administrator** about their roles in the political and decision-making process of the school board. Ascertain how community perceptions inform board policies and practices from each of these interviews. Compare perceptions and evaluate. Include your interview questions in your report. Describe what you learned from these interviews that:

- Can help you to understand and advocate for school students, families, and caregivers. (Candidates understand and can advocate for school students, families, and caregivers ELCC 6.1)
- Can help you to understand and act to influence local, district, state, and national decisions affecting student learning in a school environment. (Candidates understand and can act to influence local, district, state, and national decisions affecting learning in a school environment ELCC 6.2)
- Can help you to understand and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. ELCC 6.3)

Documentation: In the Internship Portfolio inTK20, submit a report that addresses all requirements of this assignment.

Include your interview questions in the report. Describe how what you learned related to ELCC standards 6.1, 6.2 and 6.3. Upload your document to TK20 as an assessment. Use language from the rubric (in TK20) where possible. Describe any ethical issues you encountered during this activity.

e. Scoring guide

There is a separate scoring guide for each of the parts of the assessment linked to the sustained internship as follows:

Educational Leadership Required Activities Internship Rubric Assessment #4

Standard Criteria	Performance Ratings			
	Exceeding Expectations (4)	Meets Expectations (3)	Developing (2)	Emerging (1)
Vision Project 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	Project exceeds the standard expectation for providing evidence that the candidate can design and support a collaborative process for developing and implementing a school vision, articulate a school vision of learning characterized by a respect for students and their families and community partnerships, develop a comprehensive plan for communicating the school vision to appropriate school constituencies, and formulate plans to steward school vision statements.	Project meets the standard expectation for providing evidence that the candidate can design and support a collaborative process for developing and implementing a school vision, articulate a school vision of learning characterized by a respect for students and their families and community partnerships, develop a comprehensive plan for communicating the school vision to appropriate school constituencies, and formulate plans to steward school vision statements.	Project demonstrates a conceptual understanding of the standard expectation for providing evidence that the candidate can design and support a collaborative process for developing and implementing a school vision, articulate a school vision of learning characterized by a respect for students and their families and community partnerships, develop a comprehensive plan for communicating the school vision to appropriate school constituencies, and formulate plans to steward school vision statements.	Project demonstrates a partial conceptual understanding of the standard expectation for providing evidence that the candidate can design and support a collaborative process for developing and implementing a school vision, articulate a school vision of learning characterized by a respect for students and their families and community partnerships, develop a comprehensive plan for communicating the school vision to appropriate school constituencies, and formulate plans to steward school vision statements.

Vision Project

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

Project exceeds the standard for demonstrating how the leadership role collects a variety of data used to fully develop goals and objectives related to student outcomes and to assess organizational effectiveness. Strategies and action steps are fully developed demonstrating what faculty and staff will do to meet the goals.

Project meets the standard expectation for demonstrating how the leadership role collects data used to develop goals and objectives related to student outcomes and to assess organizational effectiveness. Strategies and action steps are fully developed demonstrating what faculty and staff will do to meet the goals.

Project demonstrates a conceptual understanding for demonstrating how the leadership role collects data used to develop goals and objectives related to student outcomes and to assess organizational effectiveness. Strategies and action steps are partially developed demonstrating what faculty and staff will do to meet the goals.

Project demonstrates a partial conceptual understanding for demonstrating how the leadership role collects limited data used to develop goals and objectives related to student outcomes and to assess organizational effectiveness. Strategies and action steps are listed but not developed to demonstrate what faculty and staff will do to meet the goals.

Standard C222a

Performance Ratings

	Exceeding Expectations (4)	Meets Expectations (3)	Developing (2)	Emerging (1)
<p>Professional Development Project</p> <p>2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>Project exceeds the standard expectation for how leadership roles develop plans based upon human development, motivation, and learning (evidence-centered research) theories and uses a extensive set of teacher performance and student outcomes measures to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>Project meets the standard expectation for how leadership roles develop plans based upon human development, motivation, and learning (evidence-centered research) theories and uses multiple measures of teacher performance and student outcomes to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>Project demonstrates a conceptual understanding standard for how leadership roles develop plans based upon human development, motivation, and learning (evidence-centered research) theories and uses measures of teacher performance and student outcomes to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>Project demonstrates a limited conceptual understanding for how leadership roles develop plans based upon human development, motivation, and learning (evidence-centered research) theories and uses limited measures of teacher performance and student outcomes to create a curricular and instructional school program.</p>

Standard Criteria		Performance Ratings			
		Exceeding Expectations (4)	Meets Expectations (3)	Developing (2)	Emerging (1)
Professional Development Project 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	Project demonstrates how leadership roles identify goals for improvement and strategies necessary to meet the goals, including required targeted professional development with a strong focus on fully developing the instructional and leadership capacity of school staff.	Project demonstrates how leadership roles identify goals for improvement and strategies necessary to meet the goals, including required targeted professional development focused on adequately developing the instructional and leadership capacity of school staff.	Project demonstrates a conceptual understanding of how leadership roles identify goals for improvement and strategies necessary to meet the goals, including required generalized professional development focused on developing the instructional and leadership capacity of school staff.	Project demonstrates a limited conceptual of how leadership roles identify goals for improvement and strategies necessary to meet the goals, including required professional development focused on partially developing the instructional and leadership capacity of school staff.	
	Principal Interview Project 3.1 Candidates understand and can monitor and evaluate school management and operational systems.	Student demonstrates the ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; AND develop school operational policies and procedures.	Student demonstrates the ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school.	Student demonstrates the ability to analyze school processes and operations with limited application.	Student does not demonstrate the ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; nor develop school operational policies and procedures.

<p>Principal Interview Project</p> <p>3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p>	<p>Student demonstrates the ability to analyze a school's budget and financial status, project long-term resource needs of a school, and analyze a school's budget and financial status.</p>	<p>Student demonstrates the ability to analyze a school's budget and financial status, and analyze a school's budget and financial status.</p>	<p>Student inconsistently demonstrates the ability to analyze a school's budget and financial status.</p>	<p>Student does not demonstrate the ability to analyze a school's budget and financial status, project long-term resource needs of a school, nor analyze a school's budget and financial status.</p>
<p>Principal Interview Project</p> <p>3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p>	<p>Student demonstrates skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policy; and evaluate and implement discipline management plans.</p>	<p>Student demonstrates skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; and plan an aligned building discipline management policy.</p>	<p>Student demonstrates skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.</p>	<p>Student does not demonstrate skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policy; nor evaluate and implement discipline management plans.</p>

<p>Principal Interview Project</p> <p>3.4 Candidates understand and can develop school capacity for distributed leadership.</p>	<p>Student demonstrates the ability to identify leadership capabilities of staff, model distributed leadership, and involve school staff in decision making process.</p>	<p>Student demonstrates the ability to identify leadership capabilities of staff and model distributed leadership.</p>	<p>Student demonstrates the ability to identify leadership capabilities of staff.</p>	<p>Student does not demonstrate the ability to identify leadership capabilities of staff, model distributed leadership, nor involve school staff in decision making process.</p>
<p>Parent Night Project</p> <p>4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the schools educational environment .</p>	<p>Student demonstrates ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and to communicate information about the school within the community.</p>	<p>Student demonstrates ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.</p>	<p>Student demonstrates ability to use collaboration strategies to collect, analyze, and interpret school and student information.</p>	<p>Student does not demonstrate ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; nor to communicate information about the school within the community.</p>

<p>Parent Night Project</p> <p>4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p>	<p>Student demonstrates ability to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers; and involve families and caregivers in the decision-making processes at the school.</p>	<p>Student demonstrates ability to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers.</p>	<p>Student demonstrates ability to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers; and involve families and caregivers in the decision-making processes at the school.</p>	<p>Student does not demonstrate ability to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers; nor involve families and caregivers in the decision-making processes at the school.</p>
<p>School Board Meetings Task</p> <p>6.1 Candidates understand and can advocate for school students, families, and caregivers</p>	<p>Student makes and in-depth and insightful analyses how law and policy is applied consistently, fairly, and ethically within the school; advocate based on an analysis of the complex causes of poverty and other disadvantages; serve as a respectful spokesperson for students and FAMILIES within the school.</p>	<p>Student analyzes how law and policy is applied consistently, fairly, and ethically within the school; advocate based on an analysis of the complex causes of poverty and other disadvantages; serve as a respectful spokesperson for students within the school.</p>	<p>Student analyzes how law and policy is applied consistently, fairly, and ethically within the school.</p>	<p>Student does not analyze how law and policy is applied consistently, fairly, and ethically within the school; advocate based on an analysis of the complex causes of poverty and other disadvantages; nor serve as a respectful spokesperson for students and families within the school.</p>

<p>School Board Meetings</p> <p>Task</p> <p>6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting learning in a school environment</p>	<p>Student consistently demonstrates how to continuously advocate for school policies and programs that promote equitable learning opportunities and student success; communicate policies, laws, regulations, and procedures to appropriate school stakeholders AND uses this communication to garner support for school initiatives.</p>	<p>Student demonstrates how to advocate for school policies and programs that promote equitable learning opportunities and student success; communicate policies, laws, regulations, and procedures to appropriate school stakeholders.</p>	<p>Student demonstrates how to advocate for school policies and programs that promote equitable learning opportunities and student success.</p>	<p>Student does not demonstrate how to advocate for school policies and programs that promote equitable learning opportunities and student success; nor communicate policies, laws, regulations, and procedures to appropriate school stakeholders.</p>
<p>6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	<p>Student consistently demonstrates the ability to identify and anticipate emerging trends and issues likely to affect the school; and to adapt leadership strategies and practice to address emerging school issues AND is influences others to support the new initiatives.</p>	<p>Student demonstrates the ability to identify and anticipate emerging trends and issues likely to affect the school; and to adapt leadership strategies and practice to address emerging school issues.</p>	<p>Student demonstrates the ability to identify and emerging trends and issues likely to affect the school.</p>	<p>Student does not demonstrate the ability to identify and anticipate emerging trends and issues likely to affect the school; nor to adapt leadership strategies and practice to address emerging school issues.</p>